



LEARN
SHARE
BELONG

YOUNG GLOBAL VOICES

AN INTERNATIONAL ONLINE PROGRAMME
FOR 12-13 YEAR OLDS



*Different places.
Shared questions.
A brighter tomorrow.*

PROJECT GUIDE

PEOPLE • PERSPECTIVES • POSSIBILITIES

*Real conversations.
Real connections.
A brighter world.*

CURIOSITY
RESPECT
COLLABORATION
ACTION



EMPOWERING
YOUNG PEOPLE
TO SHAPE A BRIGHTER
TOMORROW



PEOPLE



IDEAS



CHANGE



LEARN • SHARE • BELONG

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*Different places.
Shared questions.
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1. Welcome from the Founder & President

It is a great pleasure to welcome you to **EdYOUFest Young Global Voices**, a project created to give young people from different countries the opportunity to meet, communicate, learn from one another and discover the world through their own voices.

At EdYOUFest, we have always believed that education becomes more meaningful when people connect. Over the years, we have seen educators from different countries meet, exchange ideas, build friendships and discover how much can be learned simply by listening to one another. With **Young Global Voices**, we want to bring that same spirit of connection directly to students.

I have always believed that some of the most powerful educational experiences begin with something very simple: **a conversation**. A young person meeting someone of the same age from another country, asking a question, discovering a different way of life — or perhaps discovering that, despite living thousands of kilometres apart, they share many of the same interests, dreams and concerns.

That is the idea at the heart of Young Global Voices.

Young people from different schools and countries come together not simply to practise English, but to **use English as a bridge**: a common language through which they can share their lives, their ideas, their cultures and their hopes for the future.

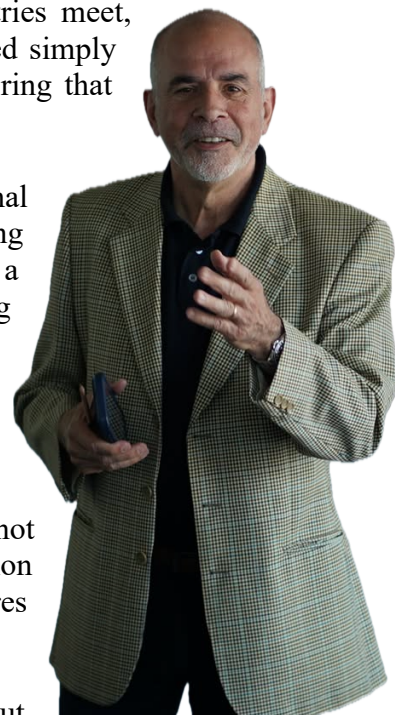
This project is not about finding the “best” English students, nor is it about speaking perfect English. It is about giving curious, open-minded and enthusiastic young people the opportunity to communicate beyond borders, to listen to one another and to realise that their own experiences and perspectives are worth sharing.

I also hope that Young Global Voices will remind our students of something increasingly important: **differences do not have to divide us**. They can make us curious. They can give us something to talk about, something to learn from and sometimes even something to celebrate.

For some students, this may be their first real conversation with someone their own age living in another country. It may begin with a simple “Hello”, but we cannot know where that conversation might lead — to greater confidence, a new perspective, a friendship, or simply a better understanding of someone whose life initially seemed very different from their own. Above all, I hope that every student who takes part will finish this journey feeling a little more confident, a little more curious about the world and more aware that **their voice matters and deserves to be heard**.

Different countries. Different lives. One conversation.

Giovanni Rottura
Founder & President
EdYOUFest



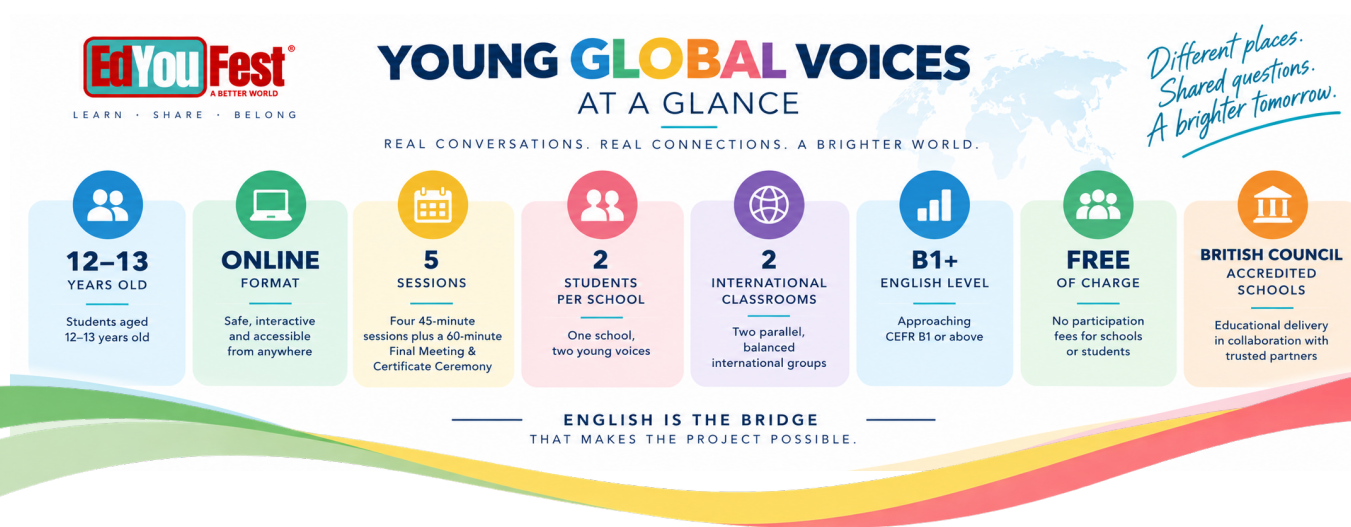
2. Young Global Voices at a Glance

Young Global Voices is an international online English and cultural exchange project for students aged 12–13. It connects schools and young people across countries through a structured five-session learning journey in which English becomes a common language for authentic communication.

- Age group: 12–13 years old
- Format: Online
- Programme: Four sessions of 45 minutes plus a 60-minute Final Meeting & Certificate Ceremony
- Participation model: Two students from each participating school
- International classrooms: Two parallel, balanced international groups
- English level: Approaching CEFR B1 or above
- Participation: Free of charge
- Educational delivery: In collaboration with British Council accredited English language schools

Edition-specific information, including participating countries, schools, dates, times, access details and educational partners, is provided separately in the Young Global Voices Project Pack.

**English is not simply the subject of the project.
It is the bridge that makes the project possible.**



3. Project Aims & Learning Outcomes

Young Global Voices is designed to create a meaningful international learning experience in which young people use English to communicate, collaborate and discover the world through direct interaction with peers from different countries.

The project aims to move beyond traditional language practice. English becomes the common language that makes international communication possible and gives students a real reason to speak, listen, ask questions, share ideas and work together.

The project aims to:

- develop students' confidence in using English for authentic communication;
- encourage curiosity about other countries, cultures and ways of life;
- promote intercultural awareness, respect and open-mindedness;
- give students the opportunity to express their own ideas, experiences and perspectives;
- strengthen listening, interaction and collaborative communication skills;
- encourage students to recognise both cultural differences and shared experiences;
- develop a sense of international connection and global belonging;
- create a safe environment in which young people feel that their voices are heard and valued;
- support teamwork, creativity and shared problem-solving;
- help students experience education as something that can cross borders and connect people.

By the end of the programme, students are expected to have:

- communicated in English with young people from different countries;
- taken part in pair work, breakout groups and international team activities;
- shared aspects of their own daily life, school experience and culture;
- listened to and learned from different perspectives;
- developed greater confidence in spontaneous communication;
- collaborated on a shared international challenge;
- reflected on similarities and differences between young people's lives around the world;
- contributed to a final international presentation;
- gained a stronger sense of themselves as members of a wider global community.

The goal is not perfect English. The goal is meaningful communication.

4. Who Takes Part

Young Global Voices brings together students, schools, teachers and educational partners within one international learning community.

Each participant has a different role, but all contribute to creating a safe, engaging and meaningful experience for the young people at the centre of the project.

Participating Schools

Participating schools nominate two students aged 12–13 and appoint a Teacher Facilitator as the main point of contact for the project.

- support the selection and preparation of participating students;
- ensure that the required parental/guardian consent is obtained;
- support students throughout their Young Global Voices journey;
- maintain communication with the project team.

Students

Students should be 12–13 years old, approaching CEFR B1 or above, motivated, curious, communicative, open-minded, respectful and ready to participate.

Young Global Voices is not looking simply for the students with the highest level of English.

We are looking for young people who are ready to use English to discover the world.

Teacher Facilitators

Each participating school appoints a Teacher Facilitator who supports the two students before, during and after the programme. Teacher Facilitators help students prepare, provide practical support, liaise with the project team and contribute to safeguarding.

However, the five Young Global Voices sessions are intentionally student-centred spaces. Teachers support the journey, but the conversations belong to the students.

Educational Partners & International Facilitators

The international classrooms are supported by experienced English-language professionals working in collaboration with British Council accredited English language schools.

Lead and Co-Facilitators guide the sessions, encourage participation, manage international group and breakout activities, and ensure that every student has the opportunity to contribute.

Their role is not simply to teach English, but to create the conditions in which meaningful international communication can happen.

5. Pre-Project Meeting for Teachers

Before the students begin their Young Global Voices journey, EdYOUFest will organise a dedicated online Pre-Project Meeting for Teacher Facilitators and representatives of the educational partners involved in the programme.

The meeting will ensure that everyone supporting the students shares a clear understanding of the project's philosophy, structure, expectations and safeguarding principles.

Purpose of the Meeting

- introduce the vision and educational philosophy of Young Global Voices;
- present the structure and progression of the five student sessions;
- clarify the role and responsibilities of each Teacher Facilitator;
- explain how students should be prepared before the programme begins;
- review safeguarding, parental consent and appropriate online participation;
- explain practical and technical arrangements;
- introduce the international facilitation team and educational partners;
- provide an opportunity for teachers to ask questions and clarify any aspect of the programme;
- begin building connections between the participating schools.

The Role of the Teacher Facilitator

Teacher Facilitators are an important part of the Young Global Voices community. Their role is to prepare, encourage and support their students while allowing them the independence to participate authentically in the international sessions.

Teachers are therefore asked to help students arrive prepared and confident, but not over-rehearsed.

Preparing Students Without Preparing Their Answers

Teacher Facilitators may help students think about the themes they will explore, introduce relevant vocabulary and encourage them to reflect on what they might like to share. However, students should not be given scripts or prepared answers to memorise.

Young Global Voices values authentic communication. The objective is not to produce perfect English or polished presentations, but to create genuine conversations between young people.

Building a Community Around the Students

The Pre-Project Meeting also provides an opportunity for teachers from participating schools and countries to meet one another. While the five student sessions remain spaces primarily for the young participants, Young Global Voices also aims to create connections between the educators and schools supporting them.

Prepare them. Support them. Encourage them. Then give them the space to find their own voice.

6. The Young Global Voices Learning Journey

Young Global Voices is designed as a journey, not simply as a series of online sessions.

Across five carefully structured meetings, students gradually move from meeting one another for the first time to communicating with confidence, sharing their worlds, collaborating across cultures and creating something together.

Each session builds naturally on the previous one, helping students develop trust, curiosity, confidence and a stronger sense of belonging to an international learning community.

1. Meet My World

The journey begins with connection. Through games, introductions and interactive activities, students meet their international classmates, discover shared interests and begin to feel comfortable communicating in English.

Focus: breaking the ice, building confidence and creating a positive group atmosphere.

2. A Day in My Life

Students begin to look more closely at one another's everyday lives. They compare school, hobbies, food, routines, free time and what it means to be 12–13 years old in different parts of the world.

Focus: discovering both differences and unexpected similarities.

3. My Country Through My Eyes

Students become young cultural storytellers. Rather than presenting tourist information or stereotypes, they share aspects of their country, community and culture that matter to them personally.

Focus: authentic cultural exchange and learning to see a country through the eyes of a young person.

4. Our World in 2035

The journey moves from discovery to collaboration. Working in mixed international teams, students respond to the shared creative challenge: "What would make the world better for young people in 2035?" Together they develop an idea, exchange perspectives and prepare a short presentation for the final meeting.

Focus: teamwork, creativity, problem-solving and international collaboration.

5. Young Global Voices – Final Meeting & Certificate Ceremony

The final session brings the entire journey together. International teams present their ideas, students reflect on what they have discovered, and the programme concludes with a celebration of participation and achievement. Each student is recognised individually and receives an EdYOUFest Young Global Voices Certificate of Participation.

Focus: sharing, reflection, recognition and celebration.

7. Roles & Responsibilities

Young Global Voices is built on shared responsibility.

EdYOUFest, Educational Partners, participating schools, Teacher Facilitators, International Facilitators and students all contribute to the success of the project. Clear roles help ensure that every young person can participate in a safe, well-organised, supportive and genuinely international learning experience.

EdYOUFest

- coordinate the international network of participating countries and schools;
- manage communication between schools, Educational Partners and the project team;
- establish the overall structure and educational philosophy of the programme;
- coordinate student allocation across the international classrooms;
- provide the safeguarding and participation framework;
- coordinate parental/guardian consent procedures;
- organise the Pre-Project Meeting for Teacher Facilitators;
- support Educational Partners and International Facilitators;
- coordinate certificates and final recognition;
- oversee the overall quality and development of Young Global Voices.

Educational Partners

- contribute to the planning of the five-session Learning Journey;
- identify appropriately qualified and experienced International Facilitators;
- support the preparation and delivery of the online sessions;
- help ensure a consistent educational experience across the international classrooms;
- work with EdYOUFest to create an engaging, inclusive and student-centred environment.

Participating Schools

- nominate two students who meet the agreed participation profile;
- appoint a Teacher Facilitator as the school's main project contact;
- ensure that all required parental/guardian permissions are completed;
- support appropriate access to technology and a suitable environment for participation;
- encourage students to attend and actively participate in all five sessions;
- maintain communication with the Young Global Voices team;
- support the final recognition and presentation of certificates.

Teacher Facilitators

- prepare students for the experience without scripting their contributions;
- make sure students understand the purpose and expectations of the project;
- support practical and technical preparation;
- encourage attendance, punctuality and active participation;
- communicate relevant concerns to the project team;

- support safeguarding procedures;
- help students reflect on their experience when appropriate;
- allow students increasing independence during the international sessions.

International Facilitators

- create a welcoming, positive and inclusive atmosphere;
- facilitate rather than dominate conversations;
- encourage every student to participate;
- manage whole-class, pair and breakout-room activities;
- support students with different levels of confidence and English proficiency;
- promote respectful intercultural communication;
- maintain the pace, energy and progression of each session;
- follow agreed safeguarding and participation procedures;
- help students develop confidence to communicate increasingly independently.

Students

- attend all five sessions whenever possible;
- arrive on time and prepared to participate;
- communicate in English to the best of their ability;
- listen to others with curiosity and respect;
- ask questions and share their own experiences and ideas;
- participate actively in international pair and group activities;
- respect cultural differences and different points of view;
- contribute to the collaborative Our World in 2035 challenge;
- follow safeguarding and online participation guidelines;
- help create an environment in which every Young Global Voice can be heard.

**EdYOUFest coordinates. Schools support. Teachers encourage.
Facilitators connect. Students lead the conversation.**



8. A Safe, Respectful and Student-Led Space

Young Global Voices is designed to give young people the confidence and freedom to communicate directly with peers from different countries.

Creating that opportunity also means creating an environment in which every student feels safe, respected, included and able to participate without pressure. Safety and respect are therefore not separate from the learning experience. They are part of its foundation.

A Student-Led Space

The five Young Global Voices sessions are primarily spaces for students. Teacher Facilitators play an essential role in preparing and supporting participants, but during the sessions students should be given the opportunity to communicate independently, make their own contributions and develop relationships with their international peers.

The aim is not to remove adult support, but to create the right balance between appropriate supervision and student independence. International Facilitators remain responsible for guiding activities, managing interaction and maintaining a safe and positive environment throughout each session.

Respectful Communication

- listen respectfully when others are speaking;
- show curiosity rather than judgement;
- respect different opinions, experiences and ways of life;
- avoid stereotypes or assumptions about other countries and cultures;
- use appropriate and inclusive language;
- give everyone the opportunity to participate;
- understand that making mistakes in English is a natural part of communication;
- never ridicule another student's language, accent, ideas or experiences.

Students should feel comfortable saying “I don't know,” “I don't understand,” or “I would prefer not to answer.”

Sensitive Topics

Students participate as young people, not as representatives of governments, political positions, religions or national conflicts. No student should be expected or encouraged to discuss political conflict, religion, family circumstances or other sensitive personal matters.

If a conversation moves unexpectedly into an area that could make a participant uncomfortable, the International Facilitator will redirect the discussion appropriately.

Privacy and Online Safety

Students must respect their own privacy and that of other participants. Personal contact information should not be requested or shared during the programme. Students should not be

encouraged to exchange private telephone numbers, home addresses, personal email addresses or social-media details.

Recording, photography and screenshots are not permitted unless specifically authorised within the agreed project and parental/guardian consent procedures. Breakout rooms and other online activities will be managed according to the Young Global Voices safeguarding framework.

Everyone Has a Voice

Participation does not mean that every student must speak for the same amount of time or communicate in the same way. Some students may be naturally confident from the first meeting; others may need time before they feel comfortable contributing.

The role of the International Facilitators is to create opportunities for everyone to participate without placing unnecessary pressure on individual students. Confidence should be built, not demanded.

Every student has the right to feel safe. Every student has the right to be respected. Every student has the right to have a voice.



9. Practical & Technical Guidelines

Young Global Voices is designed to make international communication simple, accessible and enjoyable.

A few practical preparations before each session will help ensure that students can concentrate on what matters most: meeting, communicating and collaborating with their international peers.

Before the Programme

- a computer or laptop with a reliable internet connection;
- a working webcam and microphone;
- headphones or a headset where possible, particularly in shared environments;
- access to the online platform used for the programme;
- a quiet and appropriate space from which to participate.

Teacher Facilitators should help students test their equipment and internet connection before the first session. Technical difficulties should be reported to the project team as early as possible.

Joining the Sessions

- join each session a few minutes before the scheduled starting time;
- use their first name and school/country identification as instructed by the project team;
- keep their camera on whenever possible to support natural communication and interaction;
- ensure that their microphone is working correctly;
- remain in the session for the full duration;
- follow the instructions of the International Facilitators when moving into breakout rooms or other activities.

Access links are intended only for registered participants and must not be shared with other people.

The Participation Environment

Students should participate from a location that allows them to communicate comfortably and without unnecessary interruptions. Where participation takes place at school, schools should provide an appropriate space and ensure that each student can hear and speak clearly.

Whenever possible, each student should use their own device, particularly because students may be placed in different breakout rooms during collaborative activities.

During the Sessions

Students are encouraged to participate actively and naturally. They do not need prepared speeches or perfect English. They should be ready to listen, respond, ask questions, share ideas and work with different international classmates.

Basic online etiquette should be followed: microphones should be muted when necessary, chat functions should be used appropriately, and students should avoid distracting backgrounds, unrelated applications or other activities during the session.

Technical Difficulties

International online projects occasionally involve connection problems. A temporary technical issue should never become a source of stress for a student.

If a student loses connection, they should attempt to rejoin using the original access link. If the problem continues, the Teacher Facilitator should contact the designated project contact according to the communication procedure provided before the programme.

Session Information

Final practical information — including dates, times, online access details and technical contacts — will be provided separately to participating schools before the programme begins. This allows the Young Global Voices Project Guide to remain a permanent reference document while operational details can be adapted for each edition of the project.

Connect. Be ready. Be present. Enjoy the conversation.



10. Safeguarding & Parental Consent

The safety and wellbeing of every student participating in Young Global Voices is a fundamental priority.

Because the project brings together young people aged 12–13 in an international online environment, participation is supported by clear safeguarding procedures designed to protect students, schools, families and the professionals involved in the programme.

All participating schools, Teacher Facilitators, Educational Partners and International Facilitators are expected to follow the agreed Young Global Voices Safeguarding & Participation Protocol.

Parental / Guardian Consent

Participation in Young Global Voices requires the informed consent of a parent or legal guardian. Before the programme begins, each participating school must ensure that the required Parent/Guardian Information & Consent Form has been completed and returned according to the project procedures.

Parents and guardians should receive clear information about:

- the purpose and structure of the project;
- the online nature of the five sessions;
- how students will interact with participants from other countries;
- the use of breakout rooms and collaborative activities;
- the safeguarding arrangements in place;
- privacy and the handling of personal information;
- photography, screenshots, recording and media use;
- who to contact if they have questions or concerns.

No student may participate until the required consent procedures have been completed.

Participation Consent and Media Consent

Consent to participate in Young Global Voices and consent for the use of a student's image, photograph, video or other media are treated separately. Participation in the project does not automatically constitute permission for promotional or public use of a student's image.

Controlled Online Access

Online sessions are accessible only to authorised participants and members of the project team. Session links and access information must not be forwarded or shared with anyone who is not officially participating in the programme.

International Facilitators manage the online environment, including whole-group activities and breakout rooms, according to the agreed safeguarding procedures. Unauthorised recording, photography or screenshots during sessions are not permitted.

Protecting Personal Information

Students should not share private personal information during Young Global Voices activities. This includes home addresses, personal telephone numbers, private email addresses, passwords or other information that could compromise their privacy or safety.

Students should not be encouraged to exchange personal social-media accounts or establish private contact outside the official project environment. All communication relating to the programme should take place through the agreed project and school channels.

Appropriate Interaction

Communication between students and adults involved in Young Global Voices must remain professional, appropriate and connected to the educational purposes of the programme.

International Facilitators and other project professionals should not initiate private one-to-one communication with participating students outside the approved project environment. Any concern relating to a student's safety, wellbeing or online participation should be reported through the appropriate safeguarding procedure.

Shared Responsibility

Safeguarding is a shared responsibility. EdYOUFest provides the overall safeguarding and participation framework. Educational Partners and International Facilitators follow the agreed procedures during programme delivery. Participating schools remain responsible for their own safeguarding obligations and for ensuring appropriate local support for their students.

**International connection should expand a young person's world —
safely, respectfully and responsibly.**



11. Recognition & Certificates

Young Global Voices is not a competition. There are no winners or rankings.

Recognition is about celebrating participation, commitment, communication and the courage to connect with young people from different parts of the world.

Every student who completes the Young Global Voices journey should feel that their contribution has been seen, valued and celebrated.

Student Recognition

At the end of the programme, participating students receive an official EdYOUFest Young Global Voices Certificate of Participation.

During the Final Meeting & Certificate Ceremony, each student is recognised individually, giving every participant their own moment within the international celebration. Following the ceremony, certificates are provided to participating schools so that they can also recognise and celebrate their students locally.

Where possible, schools are encouraged to organise a small presentation involving the Teacher Facilitator and school leadership, reinforcing the value of the students' achievement within their own school community.

Recognition for Participating Schools

Each participating school becomes part of the Young Global Voices international network. Schools receive formal recognition for their participation and for their contribution to creating opportunities for young people to engage in international dialogue and intercultural learning.

Recognition for Teacher Facilitators

Teacher Facilitators receive a Certificate of Recognition, acknowledging their contribution to Young Global Voices and to the development of international educational collaboration.

Celebrating the Journey

The final certificate is important, but it is not the only form of recognition. Students should leave Young Global Voices recognising what they have achieved: they have communicated in another language, met people they had never met before, listened to different perspectives, represented their own experiences, worked within an international team and contributed their voice to a shared conversation.

**Every student participates. Every contribution matters. Every voice
deserves to be recognised.**

12. Frequently Asked Questions

Who can participate?

Young Global Voices is designed for students aged 12–13. Each participating school nominates two students who match the project profile and are ready to communicate and collaborate with international peers.

What level of English do students need?

Students should have an English level approaching CEFR B1 or above and be able to communicate without continuous teacher support. A formal language certificate is not required. Motivation, curiosity, openness and willingness to communicate are equally important.

How are students selected?

Participating schools select their students according to the profile provided by Young Global Voices, considering language ability together with enthusiasm, reliability, curiosity about other cultures and willingness to participate actively.

Do students need to prepare before each session?

Only light preparation may be required. Teacher Facilitators can help students reflect on upcoming themes and useful vocabulary, but students should not memorise scripts or prepared answers.

Can teachers attend the student sessions?

The five sessions are intentionally designed as student-led spaces. Teacher Facilitators prepare and support students but do not participate in the students' conversations unless specifically required for safeguarding, technical or organisational reasons.

How are the international classrooms organised?

Students are allocated across two parallel international classrooms designed to provide a diverse and balanced mix of schools, countries and participants.

What happens if a student misses a session?

Students are expected to participate in the complete Young Global Voices journey whenever possible. If absence is unavoidable, the Teacher Facilitator should inform the project team. Missed sessions cannot normally be reproduced as individual lessons.

What happens if there is a technical problem?

Students should first try to reconnect using the original session link. If the problem continues, the Teacher Facilitator should follow the technical contact procedure provided in the edition-specific Project Pack.

Are the sessions recorded?

Sessions are not routinely recorded. Any photography, recording, screenshots or use of student images must follow the project's safeguarding procedures and the specific permissions provided by parents or legal guardians.

Can students exchange personal contact details or social-media accounts?

No. Students should not exchange private telephone numbers, personal email addresses, home addresses or social-media details through the project.

Is parental or guardian consent required?

Yes. Participation is subject to completion of the required Parent/Guardian Information & Consent Form. Participation consent and media consent are treated separately.

Is there a participation fee?

No. Participation in Young Global Voices is free of charge for participating schools and students.

Will students receive a certificate?

Yes. Students who complete the programme receive an official EdYOUFest Young Global Voices Certificate of Participation and are individually recognised during the Final Meeting & Certificate Ceremony. Teacher Facilitators and participating schools also receive appropriate recognition.

Where can schools find dates, times and access information?

Operational information is provided separately in the Young Global Voices Project Pack so that this Project Guide can remain the permanent reference document for the programme.

Still have a question? Your Teacher Facilitator or the Young Global Voices team will be happy to help.



13. Teacher Facilitator Checklist

The Teacher Facilitator is the key link between the participating school, its students and the Young Global Voices team.

This checklist provides a simple overview of the main actions required before, during and at the end of the project.

Before the Project — Student Selection

- ☐ Select two students aged 12–13 who meet the Young Global Voices participation profile.
- ☐ Confirm that their English is approaching CEFR B1 or above and that they can communicate without continuous teacher support.
- ☐ Consider motivation, curiosity, openness and willingness to interact — not only English proficiency.
- ☐ Confirm that both students are available and committed to participating in all five sessions.

Before the Project — Consent & Safeguarding

- ☐ Provide parents/legal guardians with the required project information.
- ☐ Ensure that the Parent/Guardian Information & Consent Form has been completed and returned.
- ☐ Check participation consent and media consent separately.
- ☐ Make sure students understand the basic principles of privacy, respectful communication and online safety.

Before the Project — Preparation

- ☐ Attend the Pre-Project Meeting for Teachers.
- ☐ Read the Project Guide and the edition-specific Project Pack.
- ☐ Share session dates and practical information with students and their families.
- ☐ Help students understand the purpose of Young Global Voices and what to expect.
- ☐ Encourage preparation where useful, but do not provide scripts or answers to memorise.

Before the Project — Technical Readiness

- ☐ Check that students have access to a suitable computer or laptop.
- ☐ Test the webcam, microphone, audio and internet connection.
- ☐ Ensure that each student can use an individual device whenever possible.
- ☐ Check that students know how to access the online platform.
- ☐ Identify an appropriate, quiet environment for participation.

During the Project

- ☐ Encourage students to attend every session and arrive on time.
- ☐ Be available to assist with practical or technical difficulties when necessary.
- ☐ Support students without taking over their conversations or activities.
- ☐ Allow them to communicate, make mistakes and solve problems independently.
- ☐ Encourage students who may initially lack confidence.
- ☐ Maintain communication with the Young Global Voices team when necessary.
- ☐ Report any safeguarding, wellbeing or participation concern through the agreed procedure.
- ☐ Help protect the student-led nature of the experience.

At the End of the Project

- ☐ Encourage students to participate fully in the Final Meeting & Certificate Ceremony.
- ☐ Invite them to reflect on what they have learned and discovered.
- ☐ Receive and distribute the students' certificates according to the project arrangements.
- ☐ Where possible, involve the school leadership in recognising the students' participation.
- ☐ Celebrate their achievement within the school community.
- ☐ Provide feedback to the Young Global Voices team to support the future development of the project.
- ☐ Explore opportunities for the school to remain connected with the wider Young Global Voices international network.

One Final Reminder

The Teacher Facilitator does not need to prepare students to give perfect answers. The most valuable preparation is to help them arrive curious, confident, respectful and ready to communicate.

Prepare them. Support them. Encourage them. Then give them the space to find their own voice.

14. Contacts

For questions about Young Global Voices, participating schools, Teacher Facilitators and families should use the official project communication channels.

Young Global Voices Project Team

For general information, project coordination, participation and school-related enquiries:

EdYOUFest – Young Global Voices

Email: giovanni@edyoufest.org

Website: www.edyoufest.org

During the Project

Once a school has been confirmed as a participating school, the Teacher Facilitator will receive the edition-specific Young Global Voices Project Pack, including:

- programme dates and session times;
- online access information;
- technical support details;
- relevant project contacts;
- safeguarding contact procedures;
- any other information specific to that edition of the programme.

Teacher Facilitators should remain the primary point of contact between their school and the Young Global Voices team. Parents and guardians are encouraged to communicate through their school and designated Teacher Facilitator in the first instance.

Safeguarding Concerns

Any safeguarding or wellbeing concern relating to a participating student should be communicated immediately through the safeguarding procedure provided to participating schools.

Detailed safeguarding contacts and procedures are provided separately and should not be replaced by general project communication channels.

Stay Connected

Young Global Voices is part of the wider EdYOUFest international educational community, connecting educators, schools and young people through meaningful opportunities for international learning and collaboration.

Together, we are EdYOUFest.

The Poster

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EdYouFest®
A BETTER WORLD

YOUNG GLOBAL VOICES

AN INTERNATIONAL ONLINE PROGRAMME
FOR 12-13 YEAR OLDS

**REAL CONVERSATIONS.
REAL CONNECTIONS.
A BRIGHTER WORLD.**

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RESPECT
COLLABORATION
ACTION

*Young people.
Bigger possibilities.*

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Shared questions.
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YOUNG PEOPLE
BRIGHTER IDEAS
A FAIRER WORLD



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A FAIRER WORLD

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Shared questions.
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CURIOSITY
RESPECT
COLLABORATION
ACTION